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ABSTRACT

Growing out of a project to improve administrative and support services for North Dakota student vocational organizations, this manual outlines possible duties and responsibilities of a state-level student vocational organizational coordinator based on a sequential planning and implementation system. The manual is divided into four areas with which the coordinator could be involved: administrative services, conference planning, public relations, and leadership development. Section 1 is devoted to administrative services and includes planning meeting checklists and planner charts to identify meeting activities, responsibilities, and deadlines when planning formal meetings. In section 2 planning and operational functions associated with state and national conferences are described: conference planning meeting, hotel arrangements and selection checklist, preregistration, interim tasks, registration, and post conference activities. Section 3 outlines coordinator activities to promote good public relations through personal and media contact, including news features, photographs, television, radio, panels and interviews, exhibits, and brochures. North Dakota television, radio, and newspaper contacts are listed. Section 4 contains an officer training workshop planner, including a description of implementation of a management by objectives approach to planning, executing, and evaluating a program of work (activities designed to attain desired objectives in a definite period of time). Workshop activities to facilitate member participation and involvement are provided. (YLB)

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Final Report

Model Plan for Administration and Supervision Services (Student Vocational Organization Coordinator)

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University of North Dakota
Grand Forks, North Dakota
June 30, 1979

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NATIONAL INSTITUTE OF EDUCATION

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Abstract

Problem

Congress has stated in recent federal vocational education legislation that a state may use funds under its basic grant to support activities of Vocational Education Student Organizations which are described in its approved five-year State Plan and annual program plan and which are an integral part of the vocational instruction offered.

Due, in part, to this funding and support, student vocational organization activities as well as membership within the respective organizations have increased. This growth presents a need for a more efficient system of coordinating the activities that have become time consuming, detailed and complex, and requiring more time on behalf of state staff and advisors to plan, manage, and operate such activities. To implement the concept that student vocational organization activities are an integral part of vocational education, it is necessary to provide additional support and administrative services. To provide this assistance to state vocational organization advisors it is proposed that a vocational student organization coordinator be appointed. This individual could assist the state advisors in providing leadership, direction, professional development, and administration of the various North Dakota vocational student organizations. This individual could act as a liaison between local, state and national vocational student organization associations.

Objectives

(1) To identify possible support services and administrative tasks to be performed by a vocational student organization coordinator.

(2) To develop a sequential planning and implementation system that either a full-time or part-time vocational student organization coordinator for the various vocational student organizations could utilize. This person could be a North Dakota Vocational staff member, a university or college staff member, or an inservice teacher coordinator.

(3) A procedural manual containing:

A. Activity planning, implementation, and evaluation policies, procedures, and recommendations

B. Sample forms, checklists, examples, etc. to serve as guides for various activities

Procedures

1. Identified activities required to complete yearly programs of works from existing student vocational organization handbooks, guidelines, and applicable publications and recommendations from state staff and advisors.

2. Developed a series of duties and responsibilities for a student vocational organization coordinator from a review of existing publications as well as from the experiences of an individual who assumed the position of a coordinator on a part-time basis for a one-year period. This part-time coordinator assisted the Distributive Education state supervisor, teacher educator, advisors, and students. Experiences gained during this time were used to develop a comprehensive procedural plan for a student vocational organization coordinator who could serve various North Dakota student vocational organizations in succeeding years. Contact was made throughout the year with advisors of the vocational education programs for information, materials, forms, and advice concerning the development of this plan.

3. The part-time coordinator, with the assistance of state staff and the principal investigator of this project, began development of the comprehensive administrative and support services plan on July 1, 1978 and completed the project described in the objectives on June 30, 1979.

Contribution to Vocational and Technical Education

A model plan for the improvement of administrative and support services for North Dakota student vocational organizations was developed. A manual outlining possible duties and responsibilities of a student vocational organization coordinator was prepared.

TABLE OF CONTENTS

Title	Page
Introduction	1
Section I - Administrative Services	5
Planning Meeting Checklists	
Meeting Planner Charts	
Section II - Conference Planning	21
Conference Planning Meeting	
Hotel Arrangements	
Hotel Selection Checklist	
Pre-registration	
Interium Tasks	
Registration	
Post Conference Actitivies	
Section III - Public Relations	42
Personal Contact	
Media Contact	
Lists of television, radio, and newspaper contacts	
Section IV - Leadership Development	75
Officer Training Workshop Planner	
Program of Work	
MBO's	
Leadership Activities	
Bibliography	105

I N T R O D U C T I O N

The National Council on Vocational Education submitted recommendations for expanding the visibility and support of vocational student organizations.

> For many years, vocational student organizations have typified the cooperation between education and the private sector which is being so urgently sought today. These student organizations have supplied their members with the incentives and guidance which we recognize now as essential to bringing relevance to education, and which we now accept as an integral part of the emerging career education concept.[1]

Congress has stated in recent federal vocational education legislation that a state may use funds under its basic grant to support activities of vocational education student organizations which are described in its approved five-year State Plan and annual program plan and which are an integral part of the vocational instruction offered.

Due, in part, to this funding and support, vocational student organization activities as well as membership within the respective organizations have increased. This growth presents a need for a more efficient system of coordinating the activities that have become time consuming, detailed and complex, and requiring more time on behalf of state staff and advisors to plan, manage, and operate such activities. To implement the concept that

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[1] National Advisory Council on Vocational Education, Seventh Report, Vocational Student Organizations, November 15, 1972, Washington, D.C. (Cover Letter)

vocational student organization activities are an integral part of vocational education, it is necessary to provide additional support and administrative services. To provide this assistance to state vocational organization advisors, it is proposed that a vocational student organization coordinator be appointed. This individual could assist the state advisors in providing leadership, direction, professional development, and administration of the various North Dakota vocational student organizations. This individual could act as a liaison between local, state, and national vocational student organization associations.

The overall purposes of this project are:

(1) To identify possible support services and administrative tasks to be performed by a vocational student organization coordinator.

(2) To develop a sequential planning and implementation system that either a full-time or part-time vocational student organization coordinator for the various vocational student organizations could utilize. This person could be a North Dakota Vocational Education staff member, a university or college staff member, or an in-service teacher coordinator.

This manual is divided into the four sections that were identified as probable areas that the vocational student organi-

zation coordinator could be involved with:

(1) Section I: Administrative Services

(2) Section II: Conference Planning

(3) Section III: Public Relations

(4) Section IV: Leadership Development

Administrative
Services

SECTION I

ADMINISTRATIVE SERVICES

The responsibilities of the vocational student organization coordinator could include such activities as assisting state advisors with the preparation and dissemination of information to all vocational student organization chapters, business and industry representatives, education administration, etc. The coordinator may also provide assistance and information to new and existing chapters by phone, correspondence and personal visits as required or requested by the state advisors.

Another responsibility of this coordinator may be to maintain financial records and make recommendations for budgeting expenditures for the state association. A proper record keeping system of receipts, both incoming and outgoing, should be established. A statement of income and expenses should be identified and available at all formal meetings of state officers, advisory council, and advisors.

It may also be the duty of the vocational student organization coordinator to write or rewrite publications (i.e. handbooks for state officers, advisors, policies, procedures, chapter manuals, etc.). Each year many of those publications need to be updated

with the names of current officers and new programs of work.

Each vocational student organization has a systematic method of handling membership and each has different guidelines to follow in respect to national requirements. These records of initial and additional memberships should be carefully monitored. It will probably be the responsibility of the vocational student organization coordinator to disseminate, collect, and process membership and dues information, and maintain the proper records.

The remainder of this section includes a planning meeting checklist and planner charts that should be used to identify various meeting activities, responsibilities, and deadlines when planning for any type of formal meeting of advisors, students, officers, etc.[2]

Section II of the manual describes in detail planning and operational functions associated with state and national conferences.

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[2]Eva Schindler-Rainman and Ronald Lippitt, Taking Your Meetings Out Of The Doldrums, (Columbus, Ohio: Association of Professional Directors, 1975), pp. 27-34.

Planning Meeting Checklists

The following checklist can be used as a guide to identify needed tasks, persons responsible, and deadlines for various meeting functions:

1. Publicity-Promotion-Notifying	Who Responsible	By When
_____ notice--to whom	_____	_____
_____ letters of invitation	_____	_____
_____ direction to meeting place	_____	_____
_____ phone	_____	_____
_____ news releases	_____	_____
_____ contact with media	_____	_____
_____ copies of speeches	_____	_____
_____ pictures-photographs	_____	_____
_____ bulletin boards	_____	_____
_____ personal contacts	_____	_____
_____ other	_____	_____
2. Agenda and Resource Materials		
_____ copies of agenda	_____	_____
_____ contact people on the agenda	_____	_____
_____ materials needed	_____	_____
_____ previous minutes	_____	_____
_____ committee reports	_____	_____
_____ previous agreement and time commitments	_____	_____
_____ others	_____	_____

3. Responsibilities Before Meeting	Who Responsible	By When
_____ leadership assignments	_____	_____
_____ documentation or recording assignments	_____	_____
_____ resource persons	_____	_____
_____ hosting roles	_____	_____
_____ making reports	_____	_____
_____ trying out equipment	_____	_____
_____ test whether charts, posters are readable	_____	_____
_____ test electrical outlets	_____	_____
_____ preview films for content and timing	_____	_____
_____ other	_____	_____

4. Space Check Out

_____ size/shape of space
_____ electrical outlets
_____ microphone outlets
_____ name of custodian and where reached
_____ telephone access for messages and calling out
_____ wall space for newsprints, etc.
_____ access to meeting rooms
_____ exhibit room
_____ stairs
_____ acoustics
_____ doors
_____ elevators
_____ heat-cold regulation

_____ emotional impact (color, aesthetics)
_____ bathrooms
_____ transportation
_____ room set up arrangements
_____ lighting
_____ ventilation
_____ parking
_____ registration areas
_____ location
_____ others

5. Equipment for Meeting

_____ tables (number/size/shape)
_____ chairs (comfort, number)
_____ microphones
_____ audio tape recorder
_____ audio tape cassettes
_____ video tape recorder
_____ video tape cassettes
_____ extension cords
_____ overhead projector and extra bulbs
_____ slide projector
_____ platform
_____ record player
_____ gavel
_____ coffee, tea dispensers
_____ water pitchers
_____ cups
_____ camera
_____ film projector
_____ chalkboard and chalk eraser
_____ typewriters
_____ waste baskets
_____ bulletin board
_____ projection tables
_____ flannel board
_____ chart stand or easel
_____ others
_____
_____
_____
_____
_____
_____

_____ film

_____ transparencies and appropriate pens and grease pencils

_____ extension cords

_____ ditto machine or other duplication machines

6. Materials and Supplies for Meeting

_____ name tags

_____ felt pens

_____ masking tape

_____ paper clips

_____ pins

_____ scissors

_____ stapler

_____ glue

_____ newsprint paper

_____ scratch paper

_____ pens and pencils

_____ ditto paper and masters

_____ reprints of articles

_____ copies of previous minutes

_____ copies of reports

_____ books

_____ visual aids

_____ colored paper

_____ pamphlets

_____ display material

_____ flowers or flower arrangements

_____ decorations

_____ posters

_____ instruction sheets

_____ resume of resource people

_____ directional signs

_____ file folders

_____ others

7. Budget

Costs		Estimated Cost
_____	mailing and stamps	_____
_____	telephone calls	_____
_____	rental of equipment	_____
_____	rental of space	_____
_____	paper materials	_____
	_____ name tags	_____
	_____ newsprint	_____
	_____ paper	_____
	_____ colored paper	_____
_____	writing materials	_____
	_____ pens	_____
	_____ pencils	_____
	_____ grease pencils	_____
_____	secretarial time	_____
_____	transportation	_____
_____	meals	_____
_____	bar	_____
_____	coffee, tea, juice	_____
_____	reproduction of materials	_____
_____	folders	_____
_____	tapes	_____
_____	operator of projection equip.	_____
_____	operator of P.A. equipment	_____
_____	speaker fees	_____
_____	consultant fees	_____

_____	entertainment	_____
_____	flowers	_____
_____	film reproduction	_____
_____	tape reproduction	_____
_____	others	_____

INCOME		Estimated Income
_____	registration fees	_____
_____	sale of materials	_____
_____	grants	_____
_____	sale of meal tickets	_____
_____	donations	_____
_____	membership fees	_____
_____	coffee and tea charges	_____
_____	others	_____
_____		_____
_____		_____
_____		_____

8. Just Before The Meeting		Who Responsible
_____	seating arrangements--general session and subgroupings	_____
_____	extra chairs	_____
_____	extra tables	_____
_____	P.A. system checkout	_____
_____	equipment (easel, screens)	_____
_____	materials (paper, pencils)	_____
_____	ashtrays	_____
_____	water, glasses	_____

_____	opening and closing windows	_____
_____	refreshment set-up	_____
_____	registration set-up	_____
_____	check that chairs, boards, screens can be seen from everywhere	_____
_____	agendas available	_____
_____	other materials available for handouts	_____
_____	name tags	_____
_____	table numbers	_____
_____	coffee, tea, etc.	_____
_____	evaluation forms ready	_____
_____	audio-visual equipment ready	_____
_____	others	_____
_____		_____
_____		_____

9. <u>At the Meeting</u>		<u>Who Responsible</u>
_____	meeting, greeting, seating of participants and guests	_____
_____	documentation-recording	_____
_____	greeting of late comers	_____
_____	evaluation of activity	_____
_____	handing out materials	_____
_____	operation of equipment	_____
_____	process review, stop sessions, etc.	_____

_____ announcements _____

_____ others _____

_____ _____

_____ _____

10. End of Meeting - And After

_____ collect unused materials _____

_____ return equipment _____

_____ clean up _____

_____ thank helpers _____

_____ read and analyze evaluation-feedback _____

_____ prepare feedback on feedback _____

_____ mail follow-up materials _____

_____ remind people of their follow-up commitments _____

phone _____

write _____

_____ lay plans for next meeting; dates _____

_____ pay bills _____

_____ collect outstanding monies _____

_____ others _____

_____ _____

_____ _____

MEETING PLANNER -- CHART I

Session State FHA-HERO Leadership Workshop Date July 31-Aug. 2, 1978

Overall Goal:

To provide training and set the stage for more independent activity by state leaders, both youth and adults.

Meeting Participants	Outcomes	Activities
15 State officers 15 District presidents 5 National meeting advisors 3 State staff 4 Healthy Babies Task Force 2 New co-state advisors FHA-HERO Selected HERO members Selected FHA members VHE Advisory council members Local directors	1. Get acquainted (approximately one-half of the group will not have been at national meeting)	1. Ask students to bring guitar and favorite "sing-along" music for songfest. 2. Share something "precious" about yourself. 3. ME collage or coat of arms. 4. Techniques to get people "mixed up" at tables for <u>some</u> meals. 5. Schedule individual conferences as desired between state advisors and officers. 6. Use your zodiac sign: describe yourself as a leader in terms of the qualities ascribed to your sign. 7. I am Like (something in nature) because....

MEETING PLANNER -- CHART II

Session District Planning Meeting Meeting Room _____

Purpose Develop agenda and divide responsibilities for 1978 fall district meeting

Number of Persons Attending _____

Total Time _____

Date _____

Timing	Activity	Methods	Who Responsible	Resources
Before the day of the meeting	Get acquainted with district teacher chairperson.	Write or call her.		
	Identify district needs.	Discussion or correspondence with district teacher chairperson and with district officers.		
	Inform all chapters how to prepare for the meeting.	Letter. Include the following information: Before coming to the meeting, please discuss these questions: --what do you gain from being a part of FHA-HERO --what are the purposes of a district meeting		

MEETING PLANNER -- CHART I

Session _____ Date _____

Overall Goal:

Meeting Participants	Outcomes	Activities

MEETING PLANNER -- CHART II

Session _____ Meeting Room _____ Number of Persons Attending _____

Purpose _____ Total Time _____

Date _____

Timing	Activity	Methods	Who Responsible	Resources

MEETING PLANNER -- CHART III

1. Plans for ending the meeting
   (closing activities, evaluation, reports of back-home plans, deadlines, etc.)

2. Follow-up Actions
   (who will do what, when, where)

3. Clean-up and other immediate commitments
   (what has to be returned, bills to be paid, thank-you letters or calls, etc.)

HERE'S SOMETHING TO THINK ABOUT

CONFERENCE PLANNING

Section II

CONFERENCE PLANNING

The vocational student organization coordinator would serve as a liaison person with state advisors and representatives of various hotels with regards to bidding, arranging for meeting room space, meeting setups, menus, rooming assignments, billing and general program arrangements.

Conference Planning Meeting

A planning meeting should be arranged several months prior to any conference. Areas of discussions would include budgeting, registration fees, conference activities (entertainment, workshops, contests, speakers, and meal functions), conference themes, and persons responsible.

Budgeting and Registration Fee

Before a registration fee can be determined, a budget with estimations of proposed expenditures must be developed. The following areas must be considered:

1. Meal Functions
2. Awards
3. Printing
4. Entertainment
5. Decorations

6. Stipends or Honorariums
7. Travel Expenses of Guests
8. Workshop Expenses
9. Registration materials

It is then important to estimate proposed revenues such as:

1. Sponsorships of Competitive Events and Contests
2. Revenues from Membership Fees

Once an estimated budget has been determined, it is important to project an estimation of attendance. Knowledge of previous attendance plus a percentage increase or decrease from last year's conference is a basic method in projecting attendance. Attendance trends from several years and/or percentage increase or decrease in total state membership in the vocational student organization are also good indicators of expected attendance (see Table I).

Once an expense and income plan pertaining to expected expenses and revenues has been made, a determination of a registration fee can be undertaken. To calculate this figure, simply subtract the projected revenues from the estimated expenses. Then divide the determined number of participants into the remainder for the amount needed per participant registration fee to cover the expenses.

When budgeting, it is important to come as close as possible to the correct amount when estimating expenses and revenues. "Over and under" padding budgets leads only to confusion when analyzing records for the present and future years.

TABLE I

TOTAL STATE MEMBERSHIP IN THE VOCATIONAL STUDENT ORGANIZATIONS

Fiscal Year	Student Organizations				
	DECA	FBLA/PBL	VICA	FFA	FHA/HERO
1979	870	1059	1408	6071	4020
1978	734	1054	1243	5813	4532
1977	707	974	1128	5647	4275
1976	682	768	756	5726	4303
1975	511	709	395	5277	4574

Agendas

Several weeks prior to the conference planning meeting it is a good idea to correspond with several states and obtain agendas and programs from their past conferences. Many new ideas are generated in this manner.

A tentative agenda is a very important step in conference planning. To begin to organize a conference, a format should be developed stating the overall goals of the conference and the means to accomplish these goals. Identify and prioritize all activities necessary to accomplish the conference. Include all events, general sessions, workshops, meal functions, and entertainment. Once a tentative agenda has been created, more detailed planning can be done for each activity on the agenda

Theme, Decorations, and Name Tags

The theme, decorations, and name tags to be used at the conference deserve a great deal of planning.

The following ideas may be considered when planning a conference:

1. Determine a theme
    a. Event involving all local chapters
    b. State officers
    c. Other
2. Develop a logo and/or backdrops for decorations
3. Determine the style of the name tags (address and copy)

Workshops. Workshops are a beneficial part of the conference activities. Points to consider when planning workshops are:

1. The amount of time available once activities devoted to the conference purposes such as events, general sessions, meal functions, etc., have been scheduled
2. Money available to employ professional speakers.
3. Once the number and format of the workshops have been determined, there are certain activites that should not be overlooked.
   a. Insure that an equipment needs list from workshop presenters is received.
   b. Promote attendance. Raffles are becoming very popular methods of promoting turnouts at workshops. Students are given cards at registration that can be turned in at each workshop. At the conclusion of either the workshop or the conference, these cards can be drawn and prizes awarded to workshop participants.
   c. Prior to the workshop, all necessary equipment should be checked for proper operation.
   d. Insure a proper introduction and thank you for the presenter.

Entertainment. As a rule, most conferences provide some form of entertainment and/or activity after the day's meetings

and meal functions. Some examples are:

1. Live Band Dance. An approximate cost is $500. A formal contract should be signed.
2. Disco Dance. The costs for discos vary considerably. An average cost is $250. A formal contract should be signed.
3. Gong or Talent Show. More planning is involved with this activity but they are very popular with students. If this type of entertainment is chosen, it is important to provide equipment such as microphones, piano, and stereo. Judges must also be provided, and a budget for prizes and promotion should be determined.
4. Carnival. Carnivals are very popular with students, but they demand a good deal of planning and coordination. The idea is to have each local chapter sponsor a booth. Any profits earned would go to the chapter.
5. Las Vegas Night. Some local organizations have equipment that can be used for this type of activity. Students can be given play money to use, and at the evening's end, they can take their money and redeem it for donated or purchased merchandise.

For smaller conferences, fun nights at roller skating rinks or bowling alleys can provide entertainment for all.

Hotel Arrangements

Hotel arrangements should be made at the time of the conference planning meeting. The following arrangements should be confirmed with hotel officials.

Letter of Agreement. The letter of agreement should be in simple language and include all arrangements that have been negotiated and agreed to. This protects the conference planner and the hotel, but it also itemizes all conference responsibilities, services, and agreements. This agreement, in writing, is essential because most misunderstandings reflect a lack of communication.

Nothing should be left to verbal agreement. This will eliminate many misunderstandings when the time comes to settle up the accounts, and it may even prevent malfunctions during the meetings themselves.

Official Dates. When making hotel arrangements for the conference, indicate the dates for arrival and departure. In addition, it is advisable that beginning and ending times be specified, not just the dates.

Number and Kinds of Rooms. It is necessary when making hotel arrangements to specify the number of suites, single, double, triple, and multiple rooms that will be needed. Also specify the locations of the rooms (poolside, a certain wing, etc.) as soon as possible.

Rates. Hotel rates can be a very confusing issue at conference time. Specify clearly the rates for each type of accommodation. If rooms are to be priced differently in different sections of the hotel, list such rates separately.

Billing. The convention planner should have a master billing account. He or she must furnish the hotel with a list

of people authorized to sign for charges that are to be placed in the master account. The planner must also indicate which charges the organization will pick up for such people as speakers and special guests.

The method of payment is a very important issue to determine prior to the conference. Specify how bills will be paid. If a deposit is necessary, state the amount and the date it is due. Although hotels rarely can have the master account ready before the convention planner leaves the hotel, it should be approved while all matters are fresh in the mind and the staff is available for consultation.

Complimentary and Reduced Rate Rooms. It is commonplace in the convention industry for hotels to supply some rooms free. This varies a great deal. A very common rule of thumb is one complimentary guest room for every fifty rooms booked. If charges are to be made for meeting rooms, specify the rooms and the rates.

You may also agree to a number of reduced room rates. This is often done for staff members, speakers, and special guests. This is subject to negotiations and should not be taken for granted.

Prior Visits. A hotel often will not charge for guest rooms used by the meeting organizer and his or her staff during visits to the hotel before the event to make preliminary arrangements. These rooms, however, are usually on a space-available basis.

General Program Arrangements. When the program for the conference has been developed, it is necessary to meet with the

hotel staff to go over all the planned activities and assign rooms and/or areas. At this time a determination of the number of participants per activity is necessary.

Meeting and Working Rooms. Offices, press rooms, conference headquarters, and similar working space should be discussed. If no charge is to be made, specify this, but spell out the maximum number of rooms to be used. Try to arrange the rooms so that the locations are convenient to the meeting sessions. Meetings room space and setups should be identified in writing.

Menus and Meal Functions. Specify how much notice is required for guarantees on food functions. Twenty-four hours advance notice is the most common. Menus have to be priced and approved. Most hotels will agree to set tables for a percentage above the number guaranteed in order to accommodate additional guests--about five or ten percent. Remember that the bill will reflect the guaranteed number of persons rather than the actual number of persons served.

Audio-Visual Equipment. Insure that equipment needed for all sessions can be obtained either from the hotel or local dealers. Most hotels do have viewing screens. Be sure to identify which rooms have the screens so that activities that require such equipment can be scheduled into the available rooms. If the equipment is being borrowed or rented from an outside source, make sure that the arrival time of equipment has been obtained and that someone is available to sign the proper forms.

Prior to the beginning of each activity that audio-visual equipment is being used, check the equipment for proper operation. Also have available extra bulbs, chalk, extension cords, etc.

HOTEL SELECTION CHECKLIST

1. Name, address, telephone number, area, city
2. Special hotel attractions
3. Cooperating hotels nearby
4. References from past conventions
5. Guest rooms (room block policy, rates, reservations, registration)
6. Public dining rooms (names and capacity)
7. Meeting rooms (names and capacity for types of function)
8. Exhibit space (dimensions, scaled drawing, floor load, ceiling height)
9. Audio-visual equipment available
10. Banquet and beverage arrangements
11. Billing procedures
12. Gratuities
13. Transportation (tours, parking, distance to airport)
14. Convention service personnel (setup service)
15. Special services and facilities (photographic service)
16. Security services[3]

*If possible, utilize a bidding system whereby various hotels could submit estimates of conference costs.

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[3]Milton T. Astroff and James R. Abboy, Convention Sales and Services, (Dubuque, Iowa: William C. Brown Company, 1978), p. 159.

Conference Functions

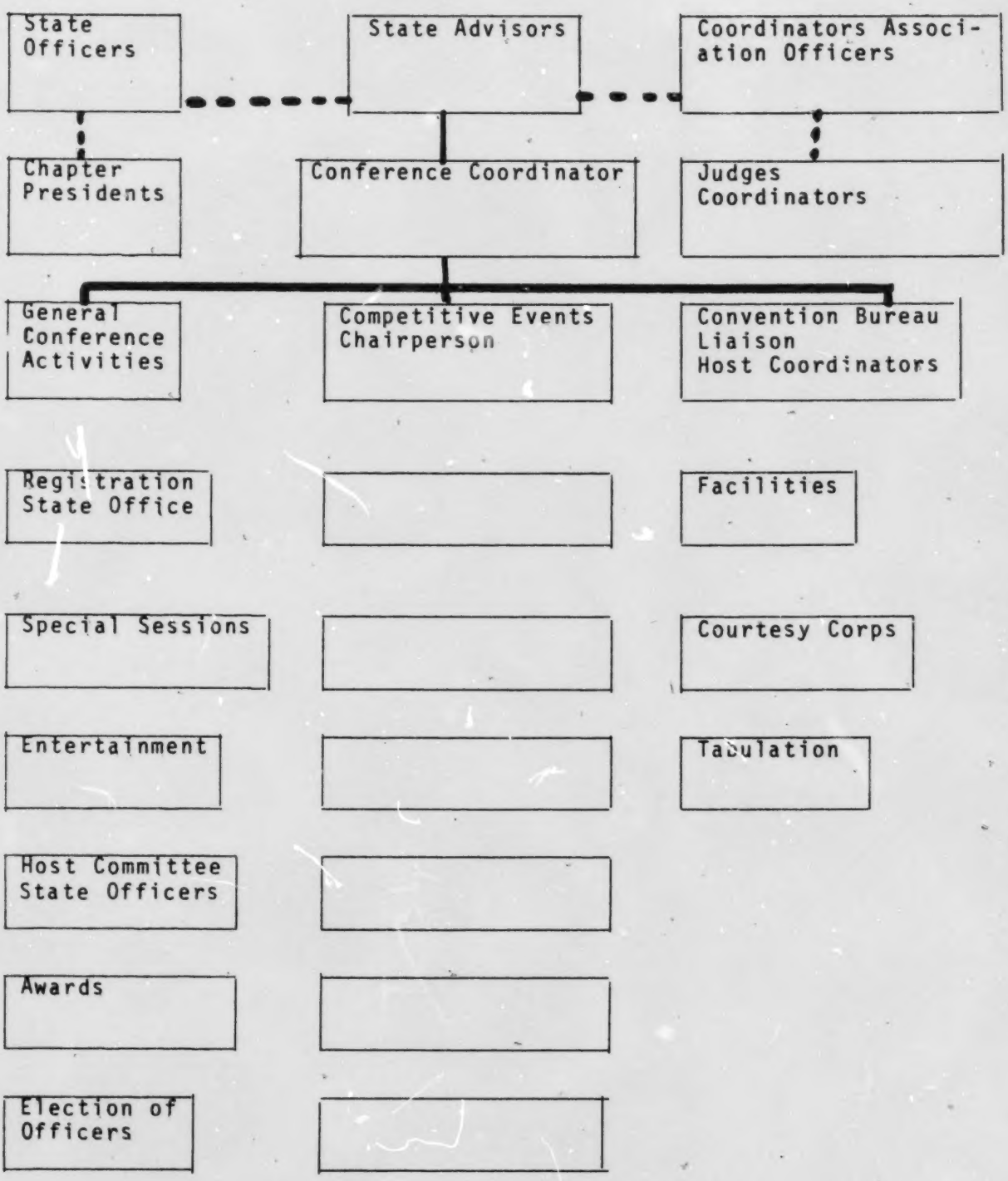
When planning conference functions, it is necessary to determine tasks as early as possible. When all tasks are determined, it is important to assign people to each function. The person selected should be informed early about all responsibilities and asked to submit a list of all needs as soon as possible.

The state officers should all assume leadership roles at each conference, such as developing scripts and agendas. An important responsibility for the state officers is that of serving on a courtesy corps. The officers would greet and escort all special guests. The officers could also be available for public relations activities such as press conferences, media interviews, introductions at special sessions, etc.

Conference Activities

Speakers. Speakers are a vital part of conference activities. It is important that appropriate biographical information be gathered for the introduction of the speaker and for news releases. The length and topic of the speech should be ascertained at the conference planning meeting; this information should be transmitted to the speaker at the earliest possible time. During the conference, each speaker should be provided a name tag. It is recommended that each speaker be met at the door and introduced to conference coordinators, state officers, and special guests. A person or committee should insure that each speaker receive a proper thank you letter and/or certificate, gift, or award for participating in the conference.

ORGANIZATIONAL CHART



Pre-Registration

It is vitally important that all forms be developed insuring that the following information is obtained:

1. Hotel information
   a. Include the name(s), address(es), and telephone number(s) of the hotel(s).
   b. Include the procedure for hotel registration. Registration can be made directly by the local chapter advisor or by the state staff. <u>However, choose only one method</u>.
   c. List the costs of room combinations (single, double, triple, quadruple) and provide information about the cost and availability of roll-away beds.
   d. Include arrival times and departure times.
2. Conference information
   a. If applicable, include an event registration form and any information regarding conference policies.
   b. Provide a form for all names and addresses of conference participants.
   c. Include other materials, such as:
      1. Code of Conduct and Ethics
      2. Insurance Forms
      3. Other
3. Sample news release information containing conference information to be used by local chapters prior to their arrival at the conference.

State clearly on all forms the deadline dates and (if applicable) late penalties. Also provide complete information concerning where forms are to be mailed. Then mail out the forms.

Information received from pre-registration forms should be disseminated to:

1. Hotel conference personnel/officials
2. Food services--estimate number of people for meals
3. Printers--number of programs and other conference materials to be printed
4. Contest and/or worshop chairpeople--the correct number of participants to complete necessary final planning
5. State staff

Interium Tasks

The major tasks of the conference planner, once responsibilities for conference activities have been coordinated and assigned, is that of supervision and coordination.

It is of extreme importance to communicate often with the various people assigned to insure that all details are being taken care of.

Examples of these supervision and coordination tasks are:

1. Developing the general program agenda.
2. Insuring that all awards have been ordered and will arrive on time.
3. Proofreading all printing and checking on printing deadlines.

4. Insuring that the budget is being followed by all.
5. Maintaining proper records of all financial dealings.
6. Maintaining a written record of significant conference agreements, changes, deadlines, and responsibilities.
7. Writing scripts.

Conference Program. The general program agenda is a critical element of the conference that must be correct. Any mistakes will lead to confusion by all. The final printing should be delayed until all conference activities have been scheduled according to individuals responsible, time, and location. Programs for other functions such as banquets and recognition sessions should be planned using an agenda format.

Trophies and Awards. The following checklist can be used when considering trophies and awards at the conference:

1. Determine the number of trophies awarded for various contests.
2. Identify the trophy suppliers.
3. Determine costs of trophies.
4. Specify the engraving.
5. Determine special awards to be presented and identify the presentor.
6. Print all needed certificates for judges, officers, etc.
7. Order frames for certificates.

Scripts. Scripts from conference to conference can remain basically the same. Names, of course, will change, but the

format is usually the same. A thorough review of all scripts is necessary for each conference. Once the final scripts are ready, they should be copied and sent to the state officers and whomever else is involved so that they can be rehearsed.

Development of a Special Guests List. A rule of thumb for inviting special guests is to ask individuals involved in the growth and development of vocational education. This list can include political, educational, and community leaders. Persons to invite include members of the State Board for Vocational Education, state staff of vocational education, state advisory committee members, local vocational education administrators, past leaders in vocational education, and other youth organization representatives.

Chamber of Commerce. Close cooperation with the chamber of commerce is essential for any conference. Chamber representatives can be of valuable service in promoting the conference and supplying information about dining facilities, entertainment, and various tours available in the city. Early contact with the chamber of commerce is important.

Special Sessions

Special sessions refer to general sessions, workshops, committee meetings, meal functions, award and recognition sessions, etc. It is important that the following items be assigned to a responsible person or persons:

1. Identify and implement attendance policies and procedures.
2. Determine the number of people attending and the amount of space needed to accommodate that number.

3. Decide upon special seating arrangements, such as head table seating plan, special guests seating, other seating requirements, etc.
4. Arrange for special guests to be greeted and escorted to the reserved seating area. Distribute name tags and programs to guests. Insure that these guests are properly introduced.

Scripts. Insure that all scripts have been rehearsed using a microphone. Instruct all presenters on the proper method of speaking into a microphone. Check on proper pronunciation of all names. Have available several extra copies of all scripts.

Decorations. This is a good opportunity to have local chapters get involved in conference arrangements. Once a theme and format for decorations such as backdrops, centerpieces, posters, etc., have been determined, assign certain responsibilities for all chapters.

Insure that all decorations are received and stored properly before and after their use. If hotel personnel are to set up decorations, arrange to have the conference chairperson in charge of decorations there to approve the completed arrangements.

Public Relations. Collect all information necessary for news release. Arrange to have a photographer available to take both color and black and white pictures for news releases. Black and white pictures are required for newspaper publications.

Equipment. Insure that all equipment is available and operating properly. Have on hand extra bulbs, extension cords, etc. If spotlights are to be used, inform the operators concerning where and when the lights are to be used. If music is to be used, check the operation of all equipment and the volume prior to the opening of the session.

Registration

During registration, the following areas need to be considered:

1. Set up registration area with necessary registration materials such as:
   a. Signs
   b. Typewriters and supplies
   c. Pre-registration forms--Completed forms sent in by the chapter advisors with the registration information. The forms should be checked again to verify all information.
   d. Programs
   e. Name tags
   f. Conference packet "stuffers", novelties, maps, coupons, etc.
2. Collect necessary materials such as:
   a. Names and addresses of chapter presidents
   b. Appropriate event manuals and materials
   c. Appropriate news release information

3. Obtain final registration information from chapter advisors and make all necessary changes
4. Determine and distribute the correct number of conference materials, packets, programs, etc.
5. Type changes and corrections on name tags at the registration area.

If applicable, refund monetary differences in registration fees, according to conference policy. During the registration period, there will undoubtedly be one or more changes in registration numbers and participants. It is very important to notify all individuals affected by registration changes such as:

1. Meal function personnel
2. Event chairpersons
3. Room reservationists
4. State staff
5. Others

Post Conference

Post-conference activities are just as important as pre-conference activities. The following should be accomplished as soon as the conference has closed:

1. Letters of thank you
   a. Judges and assistants
   b. Conference chairpersons
   c. Special guests
   d. Host advisors
   e. Workshop presenters

f. Speakers

g. Hotel personnel

h. Chamber of commerce

i. State officers

j. Sponsoring associations

2. Letters of congratulation to

a. Contest winners

b. New officers

3. Evaluation of conference by contest chairpersons, advisors, students, judges, hotel personnel, etc.

4. Critique and make recommendations for future conferences.

Public Relations

SECTION III

PUBLIC RELATIONS

Good public relations is important to the success of any organization which depends on public support. A key responsibility of the vocational student organization coordinator is to assist the state staff, state officers, and local chapter officers in publicizing their organization to gain community and state support for their activities, recognition of members' achievements, cooperation of parents and concerned others, and the interest of prospective members.

To provide this assistance, the coordinator must be familiar with the various media (newspapers, radio, television, exhibits, displays, brochures) through which activities can be publicized and the proper procedures for making use of them. The official handbook for the respective youth organizations and the associated materials provided by the national organizations includes information and suggestions for handling publicity. For example, these materials describe how to plan a publicity program, how to write a news release, do's and don't's in the presentation of a radio or television show, ways to get your story published, etc.

An objective of public relations is to provide the general public with an awareness of the activities that vocational

education students are engaged in to better themselves and their community, state, nation, and world. The vocational student organization coordinator should inform, create awareness and understanding, and promote a favorable attitude towards the vocational student organization. Certain activities include:

1. Develop and maintain a cooperative working relationship with all vocational student organizations. In an effort to make all of vocational education grow and prosper, it is important for all vocational student organizations to work together to achieve this purpose. Ways of accomplishing these goals are to combine efforts in community involvement activities. Most vocational student organizations are involved with the following special community projects:
    a. FFA -- Building Our American Communities
    b. DECA -- Civic Consciousness Project--MDA
    c. PBL-FBLA -- Project Awarenes--Free Enterprise
    d. FHA-HERO -- Consumer Information Projects
    e. VICA -- Community Improvement Projects

It could be the responsibility of the vocational student organization coordinator to closely review these projects and determine ways of encouraging the various groups to work together on certain projects.

2. Conduct special promotional activities during Vocational Education Week and the nationally recognized weeks of the respective vocational student organizations. Guidelines and ideas for these promotional weeks are distributed by the national headquarters of each group, outlining various activities and promotional efforts to be used. The key to successful promotion of these weeks is long range planning. Most media insist on having information in advance. One should set up a time early enough to meet with the governor of the state for a formal proclamation. Arrange to have student representatives available so that a picture can be taken for further publicity.
3. Encouraging participation by all local chapters is essential to conduct a statewide promotional campaign for vocational education. A contest or special recognition could be planned to honor the Chapter that accomplished the most effective

promotional campaign for Vocational Education in their school and community. This contest or special recognition could be facilitated by sample news releases and promotional materials.

Personal Contact

The personal touch through speeches to community groups, personal letters, and assemblies is an extremely effective means of reaching the public. The vocational student organization coordinator or students could speak before some of the following, or similar, groups on behalf of vocational education:

- Public Relations Committee
- Parent-Teachers Association
- Faculty Meetings
- Youth Orgnizations
- School Assemblies
- Kiwanis Club
- Managers
- Employees
- School Board Members (if possible)
- Newspaper and Magazine Editors
- Civitan Club
- Managers of Local Radio and Television Stations
- Advisory Committees
- Veteran Groups
- Employment Service
- Social Agencies
- Hobby Groups
- Religious Groups
- Administrators
- Rotary Club
- Lions Club
- Parents
- Business & Professional Women's Club
- Secretary of Chamber of Commerce

The use of effective exhibits (charts, graphs, pictures, student projects, posters, flip charts, and recent publicity coverage from newspapers and magazines) will give speeches more appeal and make them more informative.

Features

Good features are always welcome to news people. Features are stories that contain human interest "angles" on vocational student organization members, their projects, and their events. Often features include photos and do not have the limitations of hard news deadlines. Usually the angle or basis for the feature is supplied by a person involved in an organization. The newsperson will follow up by doing the story and taking the photographs. Editorials, stories by columnists, and radio/television interviews can be considered as features if they present Vocational Education's point of view or involvement in a community project. Opportunities for features should not be neglected; they must be planned in advance--usually a week or more.

Do not hesitate to ask editors and newscasters for their advice on how to communicate the story.

Photographs

Good photographs enhance any news story. Many vocational student organization activities lend themselves to a photograph. If there is a newsworthy feature or news story to

make available to a news media, it is always best to check with a news contact person and find out if he or she would like to take a photograph. If the newspaper is understaffed, or whatever would prevent them from taking the photogrpah, arrange to have someone else take the picture. However, be careful in this area. Many news people do not like to have this work done for them.

The best news pictures portray action, and those submitted should be black and white, 8" x 10" glossy finish, and in sharp focus. Never send a photograph of poor quality to a paper. It is better to call and say that the photographs that were taken were not acceptable, or you may take the picture again. Always take at least two shots of a set-up, and if there are any doubts, take three or four pictures. If the story is on a certain person or a small group of people, make sure an effort is made to provide a 5" x 7" head-and-shoulders shot of the person or persons involved.

Always attach a "cutline" (description) to each photograph sent to a newspaper. It should describe in one or two sentences what the picture shows and the names, titles, and affiliation of the subjects. List the people from left to right.

The following are hints to provide better photographs:

1. Take photographs at a close distance.
2. The secondary subject or setting should be visible and in focus. If an award is being made, make sure it is held prominently and not in an awkward manner.

3. Try to use light-colored objects. Dark colors lose much of their detail when reproduced in newspapers.
4. Try to show action. If someone is getting an award, that person should look happy. The person making the presentation should hand it to the recipient and not simply hold it in front of him or her.
5. The photographer should be in charge of taking the picture. He or she should place the people in the most advantageous location and give instructions to the people in the picture.
6. Don't put more than three people in a photograph unless absolutely necessary. The fewer people in a picture, the better the photograph will appear when used in the newspaper. Group shots are not attractive, but if a group shot is used, pose people closely together.
7. If more than one newspaper is being used, change the pose and switch the people photographed so the pictures will be different. It is best to change the setting if at all possible.
8. When mailing photographs to a newspaper, be certain to enclose a piece of cardboard in the envelope to prevent damage to the picture. Do not write on the back of a photograph.

Some Tips for Writing a News Story

Writing a news story for release to a newspaper is not really as overwhelming as it appears. The following guidelines have been established to make the preparation of news materials as easy as possible:

1. Before a story is sent, be sure it is newsworthy.
2. Type, using double spacing, on 8-1/2" x 11" paper of good quality. Do not send carbon copies.
3. Tell what the vocational student group is and define the organization.
4. Be brief. Use short sentences and paragraphs.
5. Include all important information. Tell Who, What, Why, When, Where, and How--the most important information first and then further details.
6. Give complete information. Spell names, titles, etc., correctly. Give ages, year in school, and background information about students, and include titles of adults and some background information.
7. In the upper left-hand corner of the story, type the name of a contact person, his or her address, and the telephone number where that person can be reached.
8. Type the release date on the story. FOR IMMEDIATE RELEASE means the editor can use the story at once. That is often all that needs to be written; however, do still provide the date the release was prepared.

9. If the story runs more than one pape, type MORE at the bottom of each page except the last.
10. Become personally acquainted with reporters, editors, etc., who are responsible for education releases.

See PUBLIC RELATIONS GUIDE FOR VICA CLUBS for further information about the various media. Excellent examples of news releases are contained in each handbook of the vocational student organizations.

Television

Television as an educational and public relations medium is a very effective means for mass communication.

Television time is costly; however, one of the best ways to gain publicity on a television station is to appear on one of its programs of public interest.

Whenever a station applies for a new license or renews an old license with the FCC (Federal Communications Commission), they must state the amount of non-commerical time they have scheduled. Approach the station with a good solid program idea that has a great deal of public interest to secure a portion of this public sertice time.

It is important to first become acquainted with the station manager, the public service director, and the news director of the station. They can be of valuable assistance in providing such information as the following:

Staging	Lighting
Cameras	Camera Lights
Makeup	Script and Cue Devices

Spot Announcements

Ask the station how much time can be available. Sometimes the station has a need for more 60-second spots than 20-second spots; their needs change, so make it a point to check the time available each time a spot is to run.

"Spots" should be restricted to a single subject or area. Make the identity clear. Repeat spots if necessary for emphasis. Provide visuals to accompany the audio copy.

Slides must be 35MM mounted in metal frames. For a 20-second spot, use 2 slides; for a 10-second spot, only 1 slide can be used effectively; for a 60-second spot, 5 slides can be used. Write copy as follows:

10 seconds ---------- 12 words (perhaps 20-30)
20 seconds ---------- 35 words (perhaps 50)
60 seconds ---------- 100 words (perhaps 130-140)

Telecasting

Television, being sight and sound, will require detailed planning and expert help. When writing a script, use a single idea, a clear format, enthusiasm, and a clear knowledge of the subject matter.

Cooperation with the producer, director, assistants, floor managers, technical director, stage crew, cameraman, sound crews, and engineering crew will be appreciated. All of these technicians are required to produce one show in a small area, so it is imperative to work as cooperatively as possible.

When choosing students for the show, it is advisable to choose both boys and girls who have good speech, diction, personality, and appearance. Discourage over dressing; the proper attire (blazers or other uniforms) will make the right impression. Small groups work far better together than large groups. Do not overdo the first program; this approach will create interest for more information in the future.

Producing the Telecast

The following guidelines have been established to assist in producing the telecast:

1. Furnish a "Facts" sheet for introduction purposes.
2. Provide a script for each person involved.
3. Learn the terminology of the media.
4. Write the copy to fit visual materials.
5. Use visual aids (flannelgraphs, still photographs, movies, slides, live objects, bulletin boards, charts, graphs, maps, posters, exhibits, models. Check with the program director.
6. Keep props and background simple.
7. Keep the program lively with action.
8. Use the action technique. It is far better than the lengthy, wordy explanations.
9. Mount photographs (8" x 10" horizontal) on a solid backing ingrained to correspond with the dimensions of the television screen.
10. Check music with the program director.

11. Be familiar with the subject, and if necessary, use a prompter. Do not use scripts in open view, and do not memorize the material.
12. Make sure all participants understand the hand signals used to "speed it up" or "slow it down".
13. Time the production as closely as possible, but have prepared a closing which may be cut or stretched if necessary.
14. Allow adequate rehearsal time as closely as possible to telecast time.
15. Remember "on the air" problems such as: time limitations, equal time demands, advance planning, and programming.
16. Publicize the television program with some advance publicity in the newspapers, school papers, and radio so that an interested audience is provided.
17. Keep in mind that the program is for the viewers. Check with the station; some stations prefer that people speak directly to the camera and others do not. Appear relaxed.
18. Do not shake your head, wave your hands, or use any other nervous mannerisms.
19. Do not spend time looking around for the microphone so that you can speak directly into it; the important thing is that you speak up loud and clear so the microphone will pick you up.

20. Remember that the "live" camera might have one red light or two red lights; the newer cameras now have one red light to indicate they are on.
21. Concentrate your attention on those who are participating on the show. Act natural, and do not glance around at the surroundings.
22. Keep the show running until you are told the show is "off the air". As soon as you are certain that you are "off the air", leave immediately to make room for the next telecast.
23. Do not use onionskin or tissue paper for script purposes--it rattles!
24. Identify who is on the program more than once for late viewers.

After the Telecast

Goodwill is vitally important, and a radio or television station that gives an organization "air time" likes to be told that its efforts are appreciated. Write thank-you letters promptly. Radio and television stations particularly appreciate awards as well as letters of commendation. It would also be a good idea to have parents and business people write to indicate their reactions to the telecast.

Radio

In spite of the popularity of television, radio is still an excellent means of public relations. The number of radios

used is one for each adult and teenager in the country. Many people still rely upon radio for their entertainment because a radio is so portable and can be found in almost every community.

Due to many excellent radio stations in operation today and the importance of selecting a popular, well-received station, the question of which one to use arises. Small stations are usually geared for the local community, but the larger stations direct their interests on a state-wide basis.

Securing Time

Whenever a station applies for a new license or renews an existing license with the FCC (Federal Communications Commission), it must state the amount of non-commercial time it will run. This free time can be used at the discretion of the program director, public relations director, or some other authorized person, for any type of program that is not sponsored. Approach the station with a good, solid program idea that has a great deal of public interest. Free radio time can be arranged for the following:

Spot Announcements (15-60 seconds) (2 words to the second)

Interviews

News Coverage on Local Newscasts

Panel Discussions

Public Service Programs (Speeches)

Commercial Sponsors

Sometimes commercial sponsors are willing to include educational publicity in their regular programs.

Broadcasting

Guidelines that have been established can prove beneficial when broadcasting a radio program. The following guidelines should be followed to insure a successful broadcast:

1. Present ideas to the program director.
2. Start out with a "catchy" program, and keep it lively right on through to the end. If the introduction is boring, a twist of the wrist on the dial will surely lose the audience.
3. Learn the terminology of the media, and tailor the scripts to their image before writing the script. Write for the ear. Use simple, everyday language--talk to the audience as if they were friends. Use double space type, leaving adequate margins for write-in additions. Don't use onionskin or tissue paper; both "rattle" and make quite a noise over the air. Number each paper of the script. Indicate clearly dialogue and sound effects by use of underlining, indentation, or capital letters.
4. Remember that a single commentator can become monotonous. Sound effects, music, etc., to dramatize efforts can be effective.
5. Choose students for the show who have good speech, diction, personality, and knowledge of the subject. It is best to choose both boys and girls to appear on the program.

6. Identify all participants more than once per program to benefit the late listeners.
7. Time scripts accordingly: 10 seconds, 25-30 words; 20 seconds, 50-60 words; and 60 seconds, 150-165 words.

Panels and Interviews

Panels and interviews are both very goods ways to publicize the activities of a vocational student organization.

The following is a set of guidelines established to aid the vocational student organization with planning panels and interviews:

1. Select those students who have good personalities and are accustomed to working with the public.
2. Provide a program outline for the interviewer and the participants so that everyone will be prepared in advance for the interview.
3. Conduct the interview or panel in a casual, relaxed, and interesting manner.
4. Prepare the script in triplicate (check with station for the number required). The script should be planned two weeks in advance covering questions that are usually asked by the general public.

A panel discussion offers an excellent opportunity to include business leaders on your program. In a panel discussion, participants involved will want to know what area of

questioning will be used so they can be prepared ahead of time. Advance notice will give them adequate preparation time.

Exhibits

The use of exhibits is another way of letting the public know what the vocational student organization does and what its functions and goals are. The effective use of exhibits can be the highlight of an interview, discussion, or show.

The following guidelines have been established to serve as an aid in developing exhibits:

1. Use picture comparisons rather than charts and graphs where possible. Audiences can grasp the meaning of pictures faster than either charts or graphs.
2. Avoid complicated displays which discourage people from trying to figure them out.
3. Make the displays simple through the use of photographs, color, and action.
4. Hit the highlights. Do not try to show every little detail.
5. Do not use too many photographs; this causes confusion. The photographs you do use should have meaning. Use photographs showing students in action, projects accomplished, and business persons participating.
6. Use local advertising clubs, art teachers, and graphic arts groups to help with the exhibit.

7. Use a background with good lighting--perhaps colored lighting.
8. Secure some hand-out materials to further explain the exhibits.
9. Use animation where possible.

Copy Preparation for Bulletin, Brochures, Booklets, Etc.

Copy preparation for bulletins, brochures, booklets, etc., is both time consuming and vitally necessary. Without proper planning, the vocational student organization will not be able to produce the top quality materials it hopes to use to publicize its organization and goals.

The following guidelines have been established to assist the vocational student organization in the preparation of effective, top-quality bulletins, brochures, booklets, etc.:

1. Determine the audience you want to reach.
2. Prepare mailing lists for distribution of materials.
3. Determine the number of copies needed.
4. Determine the budget for:
    a. Design
    b. Photography
    c. Artwork
    d. Printing (Stocks and Inks, One or More Colors)
    e. Distribution Procedures
        1. By mail--addressing and postage
        2. By hand--stuffing, sealing, stamping

5. Select the subject and identify it clearly.
6. Outline the message correctly.
7. Select the type of printed material best suited to reach the reader (brochure, bulletin, booklet, pamphlet, etc.) within the production budget.
8. Write the copy. Make it original.
9. Capture attention with a headline or a first sentence.
10. Do not over-write. Keep it simple, get to the point, and make it clear!
11. Copy must be typed (double spaced and accurate) before it goes to the printer. Changes or corrections are expensive!
12. Arrange copy around pictures or illustrations.
13. Pictures or artwork must be simple, dramatic, and able to deliver a message in themselves. For photographs, use only standard 8" x 10" glossy prints.
14. Check with the printer to:
    a. Select a standard size, if possible, to save costs
    b. Determine whether you can get the effect of a "color job" by using colored stock and a contrasting ink.
    c. Specify type for emphasis and variety in display. Use underlining capital letters or italics

for contrast in body type, but use the same "family" of type throughout for uniformity.

15. Consult two or three printers to compare cost estimates and quality of work.
16. Set a deadline with the printer for delivery of the finished job. Time must be allowed for typography, proofreading, press runs, and mailing or other distribution.

Additional Ways to Reach the Public

In addition to previously-mentioned ways to develop public relations on the part of the vocational student organization, the following guidelines have been established to aid the students in making the public better aware of the vocational student organization and its goals and objectives:

1. Have students distribute materials at functions and activities.
2. Allow students to take materials home to parents.
3. Hand out materials with speeches and exhibits.
4. Use newsletters, posters, printed messages on bags, bumper stickers, etc.
5. Use hand-out gimmicks such as rulers, pens, pencils, etc.
6. Include materials in service clubs' monthly mailings.

NORTH DAKOTA CABLE TELEVISION COMPANIES

City and Address	Area Code (701) Phone No.
Bismarck-Mandan Cable TV 318 E. Broadway	223-4000
Bismarck-Mandan Cable TV 507 NE First, Mandan	663-6585
G-F Cable TV Inc. 414 N. Washington Grand Forks	772-5579
Cable TV of Minot Inc. 1919 SE Second	852-0376

NORTH DAKOTA TELEVISION STATIONS

City and Address	Station	Area Code (701) Phone No.
Bismarck, Box 1738	KFYR	223-0900
Bismarck, Box 1617	KXMB	223-9197
Dickinson, Box 1368	KDIX	225-5133
Fargo, 4500 S. University Ave.	KFME *	232-8921
Fargo, Box 1878	KTHI	237-5211
Fargo, Box 2926	KXJB	282-0444
Fargo, 207 N. Fifth Street	WDAY	237-6500
Grand Forks - Devils Lake Box 638	WDAZ	775-2511
Minot, Box 1686	KVMC	838-2104
Williston, Box 1287	KUMV	875-4311

* Grand Forks KGFE Prairie Public Television Company

NORTH DAKOTA DAILY NEWSPAPERS -- DATA

City and Zip Code	Newspaper	Circulation	Issue Days	Area Code (701) Phone No.
Bismarck 58501	Bismarck Tribune	26,987	Daily except Sunday	223-2500
Devils Lake 58301	Devils Lake Daily Journal	5,760	Mon. thru Friday	662-2127
Dickinson 58601	Dickinson Press	7,520	Tues. thru Sun. (morn.)	225-8111
Fargo 58102	The Forum	62,436	M & E & S	235-7311
Grand Forks 58201	Grand Forks Herald	36,955	Eve. & Sun.	775-4211
Jamestown 58401	Jamestown Sun	9,670	Mon. thru Saturday	252-3120
Minot 58701	Minot Daily News	32,555	Daily except Sunday	838-3341
Valley City 58072	Valley City Times Record	3,520	Mon. thru Friday	845-0463
Wahpeton 58075	The Daily News	7,161	Mon. thru Friday	642-8585
Williston 58801	Williston Herald	7,598	Mon. thru Friday	572-2165

NORTH DAKOTA WEEKLY AND SEMI-WEEKLY NEWSPAPERS -- DATA

City and Zip Code	Newspaper	Circu-lation	Issue Days	Area Code (701) Phone No.
Adams 58210	Standard	584	Thursday	229-3641
Aneta 58212	Aneta Star	464	Friday	229-3641
Ashley 58413	Ashley Tribune	2,120	Tuesday	288-353]
Beach 58621	Golden Valley News	2,040	Thursday	872-4111
Berthold 58718	Berthold Tribune	503	Thursday	453-7516
Beulah 58523	Beulah Beacon	2,017	Thursday	873-4381
Bottineau 58318	Bottineau Courant	4,200	Wednesday	228-2224
Bowbells 58721	Burke County Tribune	1,750	Wednesday	377-2626
Bowman 58623	Bowman County Pioneer	2,300	Tuesday	523-5234
Cando 58324	Towner County Record Herald	2,677	Thursday	968-3223
Carrington 58421	Foster County Independent	2,815	Wednesday	652-3181
Carson 58529	Carson Press	806	Thursday	584-2900
Casselton 58012	Cass County Reporter	3,746	Thursday	347-4493

City and Zip Code	Newspaper	Circu-lation	Issue Days	Area Code (701) Phone No.
Cavalier 58220	Cavalier Chronicle	3,100	Thursday	265-8844
Center 58530	Center Republican	600	Thursday	843-7567
Cooperstown 58245	Griggs County Sentinel-Courier	1,957	Wednesday	797-3331
Crosby 58730	Divide County Journal	3,550	Wednesday	965-6088
Devils Lake 58301	Devils Lake World	1,665	Wednesday	662-2414
Drayton 58225	Drayton Express	975	Thursday	454-3411
Edgeley 58433	Edgeley Mail	1,332	Thursday	493-2261
Edmore 58330	Harold	442	Thursday	229-3641
Elgin 58533	Grant County News	1,423	Thursday	584-2900
Ellendale 58436	Dickey County Leader	2,300	Thursday	349-3222
Enderlin 58436	Enderlin Independent	1,725	Thursday	437-3131
Fairmount 58030	Fairmount News	395	Thursday	242-7696
Fessenden 58438	Wells County Free Press	1,900	Thursday	547-3924
Finley 58230	Steele County Press	1,520	Wednesday	524-1640
Fordville 58231	Tri-County Sun	765	Thursday	229-3641

City and Zip Code	Newspaper	Circulation	Issue Days	Area Code (701) Phone No.
Fredonia 58440	Die Welt Post und Der Staats Anzeiger	1,739	Friday	(402) 533-7890
Gackle 58442	Pioneer Press	1,095	Wednesday	485-3550
Garrison 58540	McLean County Independent	4,077	Thursday	463-2201
Glen Ullin 58631	Glen Ullin Times	750	Thursday	348-3325
Grafton	The Grafton Record	6,150	Saturday & Wednesday	352-0640
Hankinson 58041	Hankinson News	1,400	Thursday	242-7696
Harvey 58341	Harvey Herald	3,709	Thursday	324-4646
Hatton 58240	Free Press	1,323	Thursday	543-3372
Hazen 58545	Hazen Star	2,062	Thursday	748-2255
Hebron 58638	Hebron Herald	1,330	Wednesday	878-4494
Hettinger 58639	Adams County Record	2,489	Wednesday	567-2424
Hillsboro 58045	Hillsboro Banner	2,450	Thursday	436-4241
Kenmare 58746	Kenmare News	2,150	Wednesday	385-4275
Killdeer 58640	Killdeer Herald	1,245	Wednesday	764-5312
Kulm 58456	Kulm Messenger	1,150	Thursday	647-2411

City and Zip Code	Newspaper	Circulation	Issue Days	Area Code (701) Phone No.
Lakota 58344	Lakota American	1,385	Wednesday	247-2482
LaMoure 58458	LaMoure Chronicle	1,450	Thursday	883-5393
Langdon 58249	Langdon Republican	3,800	Thursday	256-5311
Larimore 58251	Larimore Leader	850	Wednesday	229-3641
Larimore 58251	The Larimore Pioneer	1,142	Thursday	343-2464
Lidgerwood 58053	Lidgerwood Monitor	1,345	Thursday	538-4363
Linton 58552	Emmons County Record	3,717	Wednesday	254-4537
Lisbon 58054	Ransom County Gazette	4,000	Thursday	683-4128
Litchville 58461	Litchville Bulletin	1,800	Wednesday	762-4267
Mandan 58554	Mandan News	2,535	Sunday	663-6823
Marmarth 58643	Slope Messenger	1,005	Wednesday	579-4530
Mayville 58257	Traill County Tribune	2,712	Wednesday	786-3281
McClusky 58463	McClusky Gazette	1,565	Wednesday	363-2492
Medora 58645	Billings County Pioneer	800	Thursday	872-4111
Michigan 58259	Nelson County Arena	930	Friday	229-3641

City and Zip Code	Newspaper	Circulation	Issue Days	Area Code (701) Phone No.
Milnor 58060	The Teller	2,380	Wednesday	427-9472
Minnewaukan 58351	Benson County Farmers Press	3,836	Thursday	473-5436
Mohall 58761	Renville County Farmer	1,801	Wednesday	756-6363
Mott 58646	Mott Pioneer Press	1,500	Wednesday	824-2915
Napoleon 58561	Napoleon Homestead	2,597	Wednesday	754-2212
New England 58647	Hettinger County Herald	1,050	Wednesday	579-4530
New Rockford 58356	New Rockford Transcript	2,300	Wednesday	947-2417
New Salem 58563	New Salem Journal	1,432	Wednesday	843-7567
New Town 58763	New Town News	1,294	Thursday	627-4829
Northwood 58267	The Gleaner, The McVille Journal	3,546	Thursday	587-7741
Oakes 58474	Oakes Times	1,750	Thursday	742-2361
Park River 58270	Walsh County Press	3,000	Wednesday	284-6333
Parshall 58770	Mountrail County Record	1,080	Wednesday	862-3515
Pembina 58271	Pembina New Era	930	Tuesday	229-3641

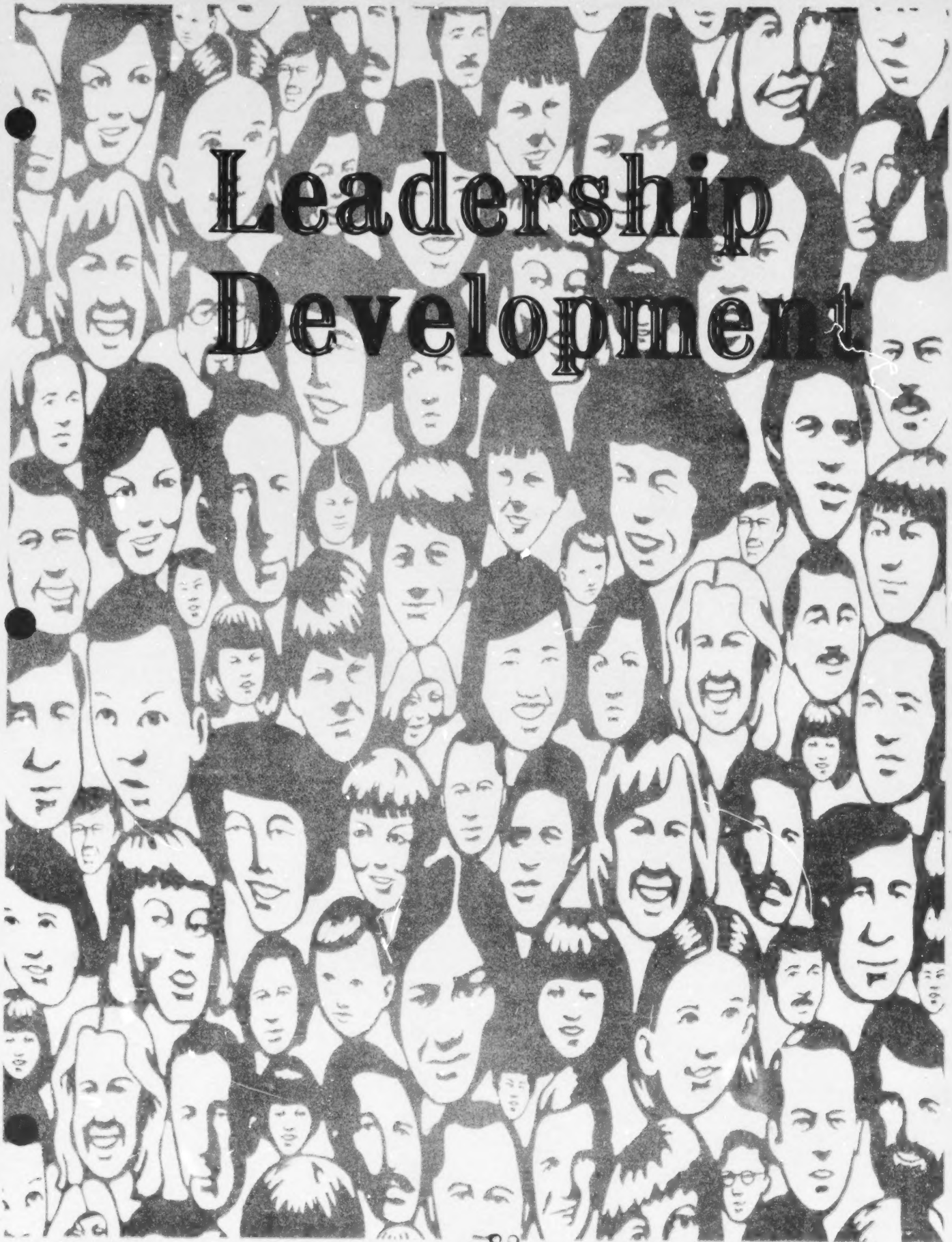
City and Zip Code	Newspaper	Circulation	Issue Days	Area Code (701) Phone No.
Rolla 58367	Turtle Mountain Star	3,788	Thursday	477-3182
Rugby 58368	Pierce County Tribune	3,675	Wednesday	776-5252
Selfridge 58568	Selfridge Journal	683	Thursday	422-5151
Stanley 58784	Mountrail County Promoter	2,650	Wednesday	628-2333
Steele 58482	Steele Ozone Press	1,818	Wednesday	475-2513
Tioga 58852	Tioga Tribune	2,100	Wednesday	664-2222
Towner 58788	Mouse River Farmers Press	2,100	Thursday	537-5610
Turtle Lake 58575	McLean County Journal	1,456	Thursday	448-2649
Underwood 58576	Underwood News	1,100	Thursday	442-5535
Velva 58790	McHenry County Journal Register	2,300	Thursday	338-4211
Walhalla 58282	Walhalla Mountaineer	1,700	Tuesday	549-2580
Washburn 58577	Washburn Leader	1,648	Thursday	462-3561
Watford City 58854	McKenzie County Farmer	2,400	Thursday	842-2351
West Fargo 58078	West Fargo Pioneer	2,725	Wednesday	282-2443

City and Zip Code	Newspaper	Circu-lation	Issue Days	Area Code (701) Phone No.
Westhope 58793	Westhope Standard	1,401	Thursday	245-6461
Williston 58801	Williston Plains Reporter	3,967	Wednesday	572-6311
Wilton 58579	Wilton News	1,125	Thursday	462-3561
Wishek 58479	Wishek Star	1,465	Thursday	452-2331
Wyndmere 58081	Wyndmere Missile	415	Thursday	439-2221

NORTH DAKOTA RADIO STATIONS

City and Address	Station	Area Code (701) Phone No.
Belcourt, Box 190	KEYA (FM)	477-5686
Bismarck, Box 1377	KBOM	663-6411
Bismarck, Box 1233	KBMR	255-1234
Bismarck, Box 1738	KFYR	223-0900
Bismarck, Box 1233	KQDY (FM)	255-1234
Carrington, 859 Main Street	KDAK	652-3152
Devils Lake, Box 190	KDLR	622-2161
Dickinson, Box 1368	KDIX	225-5133
Fargo, NDSU	KDSU (FM)	237-8321
Fargo, 405 S. Seventh Street	KFGO	237-5245
Fargo, Box 2983	KQWB	236-7900
Fargo, 207 N. Fifth Street	WDAY	237-6500
Grafton, Box 312	KXPO	352-0431
Grand Forks, UND	KFJM	777-2577

City and Address	Station	Area Code (701) Phone No.
Grand Forks, Box 997	KKXL	775-0575
Grand Forks, Box 1638	KNOX	775-4611
Hettinger, Box 151	KNDC	567-2421
Jamestown, Box 1170	KEYJ	252-2160
Jamestown, Box 600	KSJB	252-3570
Jamestown, Box 600	KSJM (FM)	252-3570
Langdon	KNDK	256-2146
Mayville, Box 29	KMAV	786-2006
Minot, Box 1686	KCJB	838-0361
Minot, Box 1210	KHRT	838-5111
Minot, Box 10	KLPM	852-0145
Minot, Box 1118	KMOT	852-4101
Minot, Box 637	KTYN	838-0301
Oakes, Box 411	KDDR	242-2187
Rugby, Box 31	KGCA	776-5254
Tioga, Box 456	KTGO	664-3322
Valley City, Box 1146	KOVC	845-1490
Williston, Box 1367	KEYZ	572-3911


Leadership
Development

SECTION IV

LEADERSHIP DEVELOPMENT

The vocational student organization coordinator may assist in the training of state officers in the planning, developing, and carrying out of all activities and administrative details for the respective student organizations' state officer workshops. The coordinator should prepare a composite calendar for all student groups showing the year's activities. The coordinator should supervise, train, and coordinate the respective state officers by assisting them in carrying out their program of work.

Most of the vocational student organizations have officer and student handbooks that contain literature on characteristics of a good leader and the duties and responsibilities of each officer and member of an organization. The intent of this section is not to duplicate these materials. Rather, certain activities and materials are included which are appropriate for all organizations. These materials should be disseminated and discussed at leadership training sessions. These handbooks generally will include information about planning meeting agendas and parliamentary procedures. The FFA and DECA handbooks contain very good information on these two areas as well as social communication and leadership skills.

The objectives of an officer training workshop should provide the participants with:

1. The leadership strategies that the participant can utilize in the operation of the up-coming year.
2. A usable knowledge of parliamentary procedures, to make the state officer meetings operate smoothly and accomplish objectives.
3. An understanding of the importance of human relations and how vital it is.
4. Basic public speaking fundamentals to make speeches to civic groups, etc., effectively.
5. The understanding of the importance of operating the state association activities by a yearly program of work.

Program of Work

A program of work is a set of selected activities designed to attain desired objectives which relate to student organization goals conducted over a definite time period. A system designed to help students achieve these objectives is the management by objectives (MBO) approach to planning, executing, and evaluating a program of work which contributes to the goals of the vocational student organization program. The emphasis is on:

1. Where the organization is going.
2. What is to be accomplished.
3. When it is to be accomplished by.
4. How the organization plans to accomplish its objectives (e.g., activities)

5. Who is responsible.
6. What resources are necessary.
7. How progress will be monitored.
8. How results will be evaluated and communicated.

The following is a description of how to implement an MBO system at a leadership workshop:

1. The management by objectives system is explained to participants.
2. The vocational student organization coordinator, along with selected past officers, conducts a leadership training conference covering the following items:
   a. Study past purposes (mission statements), goals, objectives, activities, budgets, and management philosophy.
   b. Study the present environment--internal and external--in which the organization will operate.
   c. Study various leadership and group member skills.
   d. Learn the duties of officers and committee chairpeople.
   e. Become trained in all aspects of MBO.
   f. Develop a mutually agreeable statement on organization purposes.
   g. Develop a mutually agreeable statement on how the organization is going to operate--a management philosophy.
3. Student leaders formulate goals and objectives

a. Officers and committee members formulate organization goals. They obtain input from the advisor, past officers, members, state advisors, and possibly the State Advisory Committee. All goals must relate to the purpose.

b. Cfficers define their job functions--key responsibility areas--and identify performance objectives for each area. Each objective must be priority ranked, be measurable, and describe what is going to be accomplished and by when. The officers are to submit in writing to the vocational student organization coordinator their objectives and programs of action for each responsibility area. They should set target dates, costs (budgets), and results expected.

4. The vocational student organization coordinator and student leaders meet to review, negotiate, and agree on goals, objectives, priority rankings, activities, target dates, methods of measuring, and budget.

5. Periodic reviews--progress charts--should be held between the student leaders and the vocational student organization coordinator in order to:

   a. Discuss with and appraise the coordinator of effectiveness of plans and methods being used to meet objectives.

   b. Enable student leaders to learn where they stand in relation to target dates.

   c. Review the budget.

d. Identify inservice training needs of students.

e. Obtain new input for possibly redefining some objectives and discarding others which are inappropriate.

6. Performance reviews will be written at the end of the year. The student leaders and coordinator would write a brief report on each objective. The report should specify the results, reasons for accomplishment or lack thereof, methods, potential of programs, recommendations for next year, and review of the budget.[4]

The following forms and list of action verbs are necessary components of the MBO system. It is recommended that these materials be explained to the students via transparencies. A group practice and discussion session involving the writing of several objectives would assist students in better understanding the system.

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[4] _____, Management by Objectives--A Chapter Management System for Vocational Student Organizations. Graphic Communications, Staples, Minnesota.

STUDENT PLANNING WORKSHOP

OBJECTIVE(S)
(To/Action Verb/Results/$Cost/Time/Who is Responsible)

Student Name: _____

ACTIVITY	STAFFING	RESOURCES NEEDED	COORDINATION	EVALUATION	COMPLETION DATE
(Steps in completing the objective)	(Who responsible? Who does it?)	(What materials, supplies, equipment, etc. are needed? How much will it cost?)	(From whom is permission or cooperation asked?)	(How will progress be evaluated?)	(By what date does the step have to be completed?)

STUDENT PLANNING WORKSHOP

OBJECTIVE(S)
(To/Action Verb/Results/$Cost/Time/Who is Responsible)

Student Name: _____

ACTIVITY	STAFFING	RESOURCES NEEDED	COORDINATION	EVALUATION	COMPLETION DATE

Action Verbs

to define
to recognize
to develop
to identify
to know
to prepare
to explain
to demonstrate by example
to see implications, effects and consequences
to indicate
to apply
to employ
to use
to relate
to analyze
to categorize
to choose
to discover
to select
to create
to propose
to integrate
to plan
to design
to formulate
to perceive
to organize
to compile
to incorporate
to visualize
to assess
to judge
to compare
to appraise
to decide
to determine
to announce
to circulate
to collect
to record
to secure
to sell
to submit
to teach
to tell
to train
to approve

This section of the manual will contain information on activities that could take place at a leadership training workshop for officers and/or members.

1. Orientation of workshop and explanation of the vocational student organization (what can it do for you?).
2. The importance and the role of officers in an organization.
3. Developing a program of work in an organization.
4. What is leadership--types of leaders.
5. Followship roles--the art of listening.
6. Committees and how they function--responsibilities of committee members.
7. Parliamentary procedures.
8. Constitution, bylaws, and policies.
9. Conference planning and participation.
10. Public speaking and communication--microphone speaking.
11. Publicity and public relations.
12. Group dynamics and group motivation.

Suggested Activities for Leadership Development Workshop

The following types of activities can be included in leadership development workshops to obtain participation and involvement of the members:

1. Icebreakers. Icebreakers are designed to be used at the beginning of a session to break the barrier of uncertainty and relax the students.

2. Decision Making. Decision making includes exercises designed at giving the students an opportunity to work together in making decisions affecting the group and themselves.

3. Communications. Communications stress the importance of effective oral and written communications.

4. Leader-Follower Competencies are directed toward building leadership skills while stressing the point that a leader must also be able to accept responsibility from someone else and thus be a follower.

5. Group Cooperation and Problem Solving activities are done to expose students to situations where group consensus is crucial and students are required to give and take for the betterment of the group.

6. Mind Probers is the section designated for use in leading discussion after the exercises have been completed.[5]

Icebreakers

This is a good opening event in a workshop. It serves well as an icebreaker, providing a non-threatening activity which is usually noisy and fun. Members also obtain an initial acquaintance with one another's style of group participation.

1. Groups of 10-12 participants should be seated around tables. Place a box of Tinker Toys or Building Logs on each table.
2. Ask the group to work together to create a symbol of their expectations for the workshop. Ask "What is it you want and hope to get out of it?"

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[5]Cindy J. Saulness and Rebecca H. Strydesky, Leadership Development and Officer Training Handbook, (Reston, Virginia: DECA Related Materials Service, 1976), pp. 23-63.

3. Allow about 30 minutes. When all groups have finished ask each to give an interpretation of its symbol, with the other groups gathered around for a close look.
4. Ask participants to take their seats again and discuss how they worked together on the task. This may be their introduction to process discussion.

Communication

The goal of this activity is to have participants interpret the purposes of the vocational student organization and describe the functions and activities of the organization in various situations in an impromptu (extemporaneous) manner.

1. Give an situation case to a participant either orally or written.
2. Do not provide the participant preparation or rehearsal time, as she or he should respond immediately in an impromptu manner.
3. Provide the participant 3 to 5 minutes to respond to the situation as presented to him or her.
4. Discuss the participants response.

Situation Handling Simulation

Situation 1: You are seated at a meeting of school administrators, teachers, and students. The topic of school organizations has come up and the following conversation takes place:

Teacher A: The only problem with the student organizations at our school is that some students have to miss class due to some activity connected with the organization.

Administrator A: You are right, Teacher A. We must set some guidelines which will prevent the extra curricular activities from interfering with classroom instruction.

Problem: You are called on to speak on behalf of your vocational student organization.

Situation 2: You are eating lunch and begin talking to a student sitting next to you. You have never met the student before. The conversation gets rolling and the following takes place:

Student: What courses are you taking?

You: (Vocational course)

Student: What is that?

Problem: What is your response to the students question?

Situation 3: You are wearing your vocational student organization attire and someone stops you and asks what the emblem means.

Problem: What is your answer?

Situation 4: You happen to be asked to speak to a service organization about your student vocational organization.

Problem: What is your response?

Situation 5: You are speaking at a different school than your own to a group of students in your organization. You were asked to speak to the group about your organization by the advisor at that school. One of the students asks, "Why should I join? I am really busy and I don't think its worth the membership fee and national dues. What do I get out of it?"

Problem: How do you handle this situation?

Situation 6: You are speaking to members of a chapter about various chapter activities and one member states, how can we go to the conferences when our chapter doesn't have any money in its treasury?

Problem: What is your response?

Leader-Follower Competencies

The goal of this activity is to have the participants solve a problem by helping a group analyze, interpret, and evaluate facts and information in a given situation.

1. Cases can be used individually at various times throughout the session or as a block at one time.
2. Pass out a copy(s) to be used to each participant.
3. Each individual reads the case, and as a group the participants answer the questions regarding the case.
4. Then the entire session discusses the elements of the case with the leader asking selected groups to express their opinions.

Case 1: Pete Majka is a vocational student at Widdel High School and is a senior. Last October, he was elected to the office of vice president of his local vocational student organization chapter. As vice president, he works with five other chapter officers including Mike Stechmann, the chapter president.

Having attended a state held officers training conference, Pete feels he is highly qualified for his office of chapter vice president. He presents a good personal appearance, thinks well, and works hard. He has a pleasant personality and always gets along with his friends.

Pete is also ambitious and wants to get ahead fast. Last October, he had hoped to be elected president of his local

chapter. He is now disappointed with his job as vice president because he feels it has no potential. After a state workshop, Pete thinks about his office of vice president. He thinks the other chapter officers at Widdel High are unqualified for office and they lack drive and ambition. He feels Mike Stechmann is a mediocre individual who has somehow been lucky in being elected chapter president. After much thought, Pete decided on his plan. He will avoid work on chapter activities except speaking before professional, service, and business organizations. He will speak at all the chapter and state meetings wherever possible. This tactic will give him the exposure and speaking experience he needs to become a state officer candidate.

Case 2: Norm Kensrud has always been a natural leader. In school, he has always given advice and direction to his friends and classmates. About a year ago, Norm suddenly realized he could get his friends to do almost anything he wanted. Since then, he has become more dominate. Norm is president of his chapter of Mattson High School. This is his third month in office and he has learned his duties quickly. Norm has now started giving directions to the other chapter officers, but it seems they are not doing what Norm says, though he knows the directions are right.

Case 3: Susan Scott and Renee Resnow became members of the local chapter at Wilcox High School. They were both in the high school division, but in different chapters which had different

chapter officers. Both were elected president of their local chapters. They made a practice of having lunch together and were always together during their free time. Susan and Renee were close friends.

Several months after meeting and talking during lunch, Renee said she was going to drop out of the chapter and give up her office. Susan, on the other hand, said she was very happy being a member of the chapter and was not going to drop out. After a long discussion, Susan decided that Renee's reasons for wanting to drop out of her own chapter were as follows:

1. Renee was fed up with all the emphasis on human relations and leadership development. Renee felt her habits and mannerisms were her own business. She didn't like being counseled on the "right" and "wrong" way to work with people.
2. Renee felt she was being pressured by the other chapter officers to change her personality. Why weren't the officers happy with her the way she was. If the other officers and chapter members didn't like her personality, why had they elected her president in the first place.

Case 4: Bob Schwab has been appointed to a state office of a North Dakota vocational student organization and has been given the authority and responsibility of the office of state reporter. Bob attended the state officers training conference and has been a state officer for six months. Recently, the

state president, Marla Heath, has asked Bob to take over the duties of state historian as well as the duties of state reporter.

Three months passed and Bob noticed that the State Conference was just ahead. He had planned to start on the State Scrapbook two months ago, but he couldn't decide on how to organize it. Although he has reviewed state scrapbooks from past years, he does not feel he has enough information to lay out the scrapbook intelligently, so has not done so. Various chapter meetings are taking place and Bob has already had requests for showing the state scrapbook, that he hasn't even started.

Bob, quite worried about his scrapbook problem, talks to Gail, the North Dakota state secretary. Bob says, "I don't know why the state advisor doesn't tell us what to put into this scrapbook, and how to organize it. This scrapbook problem has me so shook up my stomach hurts. The same thing happened this winter with the news articles. By the time I got the articles into a usable and interesting format, the submittal deadline for articles for the magazine had already passed."

Leadership Development Case Worksheet

a. Identify the true problem.

b. What are the important facts to be considered in this problem.

c. List several possible solutions (from every point of view).

d. Evaluate the possible results of each solution.

e. Which solution do you recommend? Why?

Systematic Buzz Phrase

The goal of this activity is to have the participants appreciate the pressures and requirements placed on a leader or officer as evidenced by the ability to think quickly and respond clearly and logically when presented new or unusual information or situations.

1. Have participant think of a three-digit number.
2. The leader should then select the corresponding buzz word from each column. For instance, number 257 produces systematized logistical projection, a phrase that can be dropped into virtually any report with the ring of expertise and knowledgeable authority.
3. Write the three-word phrase on the chalkboard or easel for the participant to observe.
4. The participant should immediately define or describe the selected three-word phrase as clearly and logically as he or she can relating it to anyone or anything in the manner he or she desires. NOTE: The participants never see the list of buzz words.

Column 1	Column 2	Column 3
0. integrated	0. management	0. options
1. total	1. organizational	1. flexibility
2. systematized	2. monitored	2. capability
3. parallel	3. reciprocal	3. mobility
4. functional	4. digital	4. programming
5. responsive	5. logistical	5. concept
6. optional	6. transitional	6. time-phrase
7. synchronized	7. incremental	7. projection
8. compatible	8. third-generation	8. hardware
9. balanced	9. policy	9. contingency

Ten Questions

The goal of this activity is to have participants appraise and decide for what roles or responsibilities fellow group members are best suited.

1. Introduce the exercise by making a few comments on the need to become more aware of how the members of the group are beginning to perceive one another.
2. Write the Ten Questions on a chalkboard, putting them in view of all participants.
3. Ask the participants to choose members from their group for the ten questions, writing down their choices.
4. While the participants are writing down their answers, post ten sheets, one for each question, around the room. Label them "Boss", "Important Missions", etc.
5. As particpants finish, ask each to enter her or his choices on the posted sheets, listing first their own name, then drawing an arrow from left to right and listing the name of their choice.
6. Allow time for everyone to look at the sheets to see where his or her own name appears and the patterns that develop for others in the group.
7. Tnrough an open discussion, analyze the information, using the following quesitons:
   a. What are the bases for certain choices?
   b. Why do some names show up more on one list than others?

c. Why are some people not chosen at all?

d. Do any mutual choices appear?

e. Is there any attraction of opposites? Of like-minded?

f. How does ones profile in this exercise compare to the way he or she has been perceived back home, or in the group so far?

Ten Questions

WHOM WOULD YOU CHOOSE IN THIS GROUP.....

1. for a boss.
2. to send on an important mission.
3. to discuss a new idea with.
4. as a buddy for recreation.
5. to ask for help if you were in serious trouble.
6. to be marooned with on a tropical island.
7. to escort your spouse across the country.
8. to fulfill your responsibilities in your absence.
9. to help you plan a farewell party for a good friend.
10. to notify and convey information to your family regarding yourself in a situation where you are unable to do so.

The Numbers Game

The goal of this activity is to have participants demonstrate the importance of giving complete and accurate instructions.

1. Divide the group into four, eight, or twelve groups of six to eight members in each group. (multiples of four)
2. Explain to groups in general that they will be given a piece of paper shortly with 60 numbers on it. At this time, you, as leader, will give the groups individual instructions on what to do with the paper.
3. Each group will be given instructions individually from the leader. Starting with group(s) one.

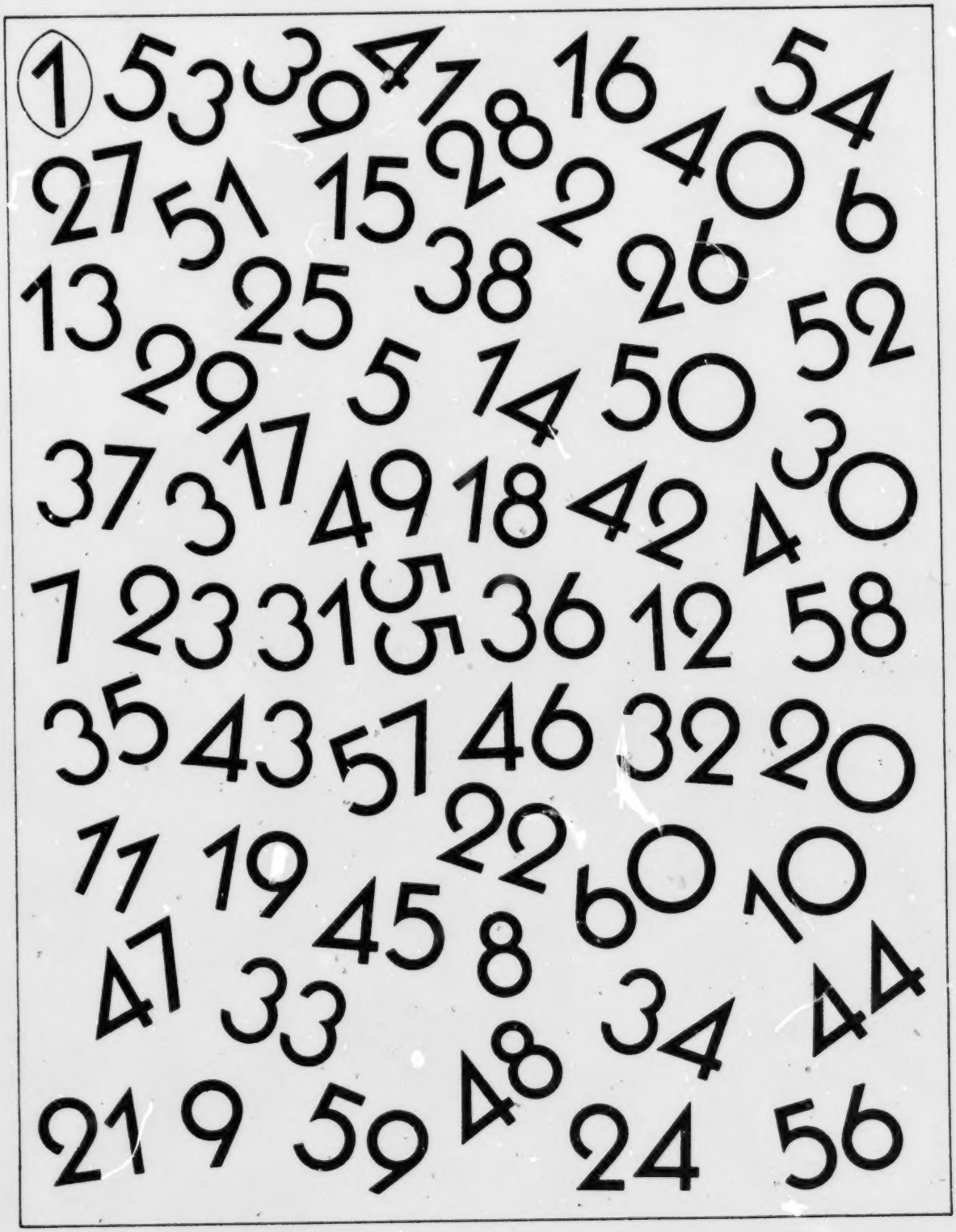
   Group 1. Tell them merely that they are to start with number one and draw lines to connect the other consecutive numbers. When the leader calls time, circle the number reached.

   Group 2. Same instructions as above, but in addition, tell them that there is a logical or rational basis on which these numbers are distributed on the page.

   Group 3. Same as for groups one and two, but in addition, tell them that the distribution on the page is based on an odd-even relationship.

   Group 4. Tell them everything you have told the other groups and that the numbers are distributed by quadrants on the paper with the odd numbers on the right. Also, that the numbers alternate from top to bottom in multiples of six.

4. Hand out the number sheets to each group.
5. Instruct them to begin and that they have two minutes to complete the assignment.
6. At the end of two minutes, call time and instruct the groups to circle the number they reached.
7. Ask all the groups in order (ones first) to share with the group how far they had reached.
8. The groups should show improvement as the better instructional job was done.
9. Discuss with the group how the instructions were presented and the reasons why some groups progressed farther than others.
10. Discussion on importance of giving complete, concise and clear instructions the first time should follow.


1 53 33 9 47 1 28 16 40 54
27 51 15 28 2 40 6
13 25 38 26 52
29 5 14 50
37 3 17 49 18 42 4 30
7 23 31 55 36 12 58
35 43 57 46 32 20
11 19 22 60 10
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21 9 59 48 24 56

The Johnny Rucco Problem

The goal of this activity is to have participants reach a group consensus in a given situation, demonstrating acceptance of all members views and opinions.

1. Prior to this exercise, select an individual to be the associate and brief him or her on the activity. The remainder of the group should be unaware that this contact was made.
2. Pass out the case problem as scheduled. Only one group should have an associate. Otherwise, the intent will become obvious and ruin the exercise.
3. Instruct the group in the beginning that this is an exercise in group consensus and that the decision of the groups must be unanimous. The exercise will be complete when all members of the group agree.
4. Pass out the case and let the activity run. Watch the reactions from the members in the group with the associate. Do they become bitter? hostile? frustrated?
5. Lead into discussion when it becomes obvious to all that one group is never going to reach consensus. Start by asking the associate how he or she felt.

The Johnny Rucco Problem -- (Summary drawn from his personnel folder)

Johnny is a young man with a grim personal background. He is the third child in a family of seven. In one talk with the company counselor, he said, "That blankety blankety foreman is just like my old man." It was later learned that he had not seen his father for many years. In those days, his father used to come home drunk and beat up every member of the family. "We all ran when that SOB staggered through the front door."

Mother, according to Johnny, wasn't much better. She was irritable and unhappy and she always predicted Johnny would come to no good. Yet, she worked when her health allowed her to do so in order to keep the family in food and clothing. She often described the fact that she was "not able to be the kind of mother she would like to be."

Johnny quit school in the seventh grade. That was six years ago. He had great difficulty in conforming to the school routine, misbehaving often, acting as a traunt quite frequently and engaging in numerous fights with schoolmates. On several occasions he was picked up by the police and along with a group of his shady companions questioned further during a number of investigations into cases of both petty and grand larceny. The police predicted he would soon be a delinquent with a record.

The juvenile officer of the court saw in Johnny some good qualities that no one else seemed to sense. This man, a Mr. O'Brien, took it upon himself to sort of act as a "big brother" to Johnny. He had several long conversations with Johnny during

which he managed to penetrate to some degree the youths defensive shell. He represents to Johnny the first person to take a personal interest in his life.

Now, at 19, Johnny is a stock clerk in a large local industry where you are also employed as a section head. On the whole, Johnny's work performance has been acceptable, but there have been glaring exceptions. One involved a rather clear act of insubordination but on an unimportant matter. (Refusal to take material to an employee whom he felt had been giving him a rough time.) In another case, Johnny was accused on circumstantial grounds, of destroying some equipment. Though the investigation is still open, it now appears that the destruction was accidental rather than deliberate. He is late a couple of times a month. He was AWOL for two days following the blow-up with his supervisor over his insubordination. Mr. O'Brien talked him into coming back.

Johnny's boss wants to keep Johnny on for at least a trial period, but he wants your advise as to the best way of helping him grow into greater responsibility. The company counselor also feels he has possibilities. Of course, much depends on how Johnny behaves in the next few months. Naturally his supervisor must follow personnel policies which are accepted in the company as a whole. It is important to note that Johnny is not an attractive young man. He is rather weak and sickly and shows the unmistakable signs of long years of social and physical neglect.

In the role of the section head turned to by the supervisor for advice, what will you suggest? Which of the seven courses of action stated under "Alternatives" will you recommend? (NOTE: You may not create new choices or combine or change the alternatives suggested. You must choose one of the seven and reach a unanimous decision within your group.)

ALTERNATIVES

(Choose One)

_____1. Give Johnny alot more friendly attention. Let him know he can count on your backing. Protect him closely. Overlook his misbehavior.

_____2. Give Johnny understanding treatment of both his personal and his family difficulties. Get help from the counseling office. Use this diagnosis as a guide to help you work out a program for Johnny.

_____3. Help Johnny's mother to set up a more wholesome family life.

_____4. Give Johnny impersonal attention and an orderly routine so that he can learn to stand on his own feet.

_____5. Give Johnny a well-organized schedule of daily activities with immediate and unpleasant consequences for breaking rules.

_____6. Provide strict control over Johnny's activities on the job. Discipline him immediately for misbehavior so that he will learn adult standards for behavior.

_____7. Create strict and strong controls over every aspect of his life with severe punishment for misbehavior.

Instructions to Associate

In a little while, I will distribute the "Johnny Rucco Problem" for the group to discuss in small groups. You are asked to be a hidden associate with instructions the rest of the group doesn't know about. What we will try to show is that when there is a conflict in a group the productivity of the group is higher!

Here is what I would like to have you do in the Johnny Rucco Problem. The problem was written to have Choice #2 as the obvious answer.

You should take choice #6 slowly. Don't blurt it out, but begin to build up toward it only after at least one other person has begun to clarify his or her position. Start tentatively. As the discussion develops, become more vigorous. Try to bring others to your point of view. This can be done by both supporting your own position and by trying to understand the other persons point of view and then showing them why their position is not as sound as yours.

You are not to compromise, but to stick to your position to the end! They will probably out vote you, but stick to your position. Make a record of the number of arguments they give you for their choice. I'll ask you for this later.

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